MATHS PLANS

LEVEL . 1

TERM . 2

Based on Get Ahead Mathematics.

Level :- 1
Term :- 2
Week :- 1
Day :- 1

Objective :- SS will be able to know what is ten?

Activity :- Make tens from given objects.

Material :- Straws, Ice-cream sticks, rubber band.

Procedure :- Orall drill of counting (1–10)

Group work :-

* Give 9, 9 objects to each group.
* Ask how many objects you have?
* Teacher will write the answer on board.
* Give 1 more to each group and ask now how many you have?

Explanation :-

If we add 1 Unit in 9 Units we get 10 units.

Unit Unit Ten

1 + 9 = 10

There are 10 Units in 1 ten.

C·W:- Solve these Questions (in copies)

1- $4+6=\square$

2- $9+1=\square$

3- $2+8=\square$

4- $7+3=\square$

5- $10+0=\square$

H·W:- None.

C·W :- Solve these Questions (in copies)

1- $4+6=\square$

2- $9+1=\square$

3- $2+8=\square$

4- $7+3=\square$

5- $10+0=\square$

H·W :- None.

Level :- 1

Term :- 2

Week :- 1

Day :- 2

Objective :- Ss will be able to count the things in ten.

Activity :- Counting and colouring.

Material :- Prepare the charts as given on P#56 (Get Ahead 1)

Procedure :- * Make groups.
* Give 1 chart to each group.
* Ask them to count and colour the things that are ten.

C.W :- P#56 (In Copies)

H.W :- P# 57

Level :- 1

Term :- 2

Week :- 1

Day :- 3

Objective :- Student will be able to read and write the numbers upto 10.

Activity :- Making number line.

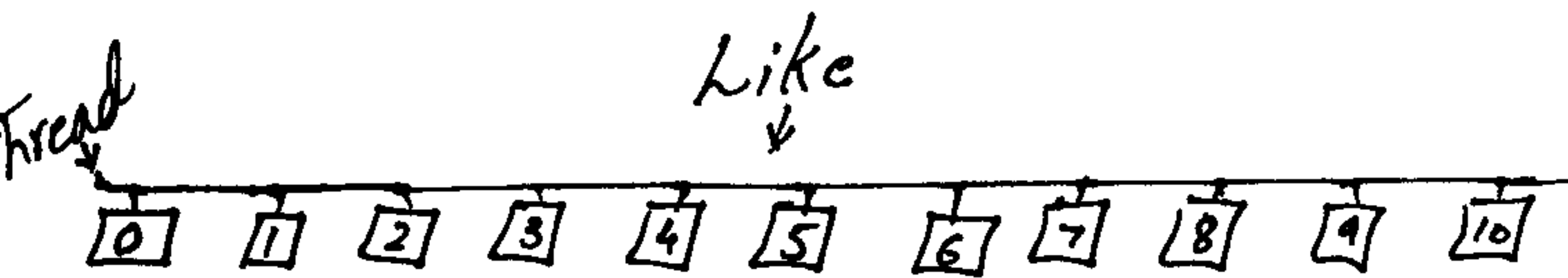
Material :- Thread, flash cards of numbers (0 to 10)

Procedure :- Make groups and give a long piece of thread and flash cards (0 to 10) to each group.

* Ask each group to make a number line with these cards.

Like

Thread

0 1 2 3 4 5 6 7 8 9 10

* C.W :- P#51 (in copies)

Level:- 1
Term:- 2
Week:- 1
Day:- 4

Objective:- Students will be able to identify the Zero.

Activity:- Identifying and colouring.

Material:- Bowl, colour box, Glass, bag.

Procedure:- Explanation through activity.

* Put an empty (bowl, glass) and full (colour box, bag) on a table.

* Ask these questions.

1. How many colours are in colour box?
2. How many books in this bag?
3. What is in this bowl?
4. What is in this glass? (Nothing)

Now teacher will explain.

When there is nothing, In counting we use '0'

'0' mean nothing.

C.W :- P#48 (In copies)

H.W :- P#49

2
-ek:- 1
Day:- 5

Objective :- Students will be able to add '0' with any number.

Activity:- Addition

Material:- Wooden blocks, straws or any material.

Procedure:- 1. Make 4 groups.
2. Give 5 straws/blocks to group #1 and 4 and nothing to group 2 and 3.
3. Now ask from each group. How many objects you have?

Group 1 = 5
Group 2 = 0
Group 3 = 0
Group 4 = 5

Teacher will write the answers on board like

4. Ask Students to add the number of straws of Group 1 and 2. $5+0=5$
5. Do the same with group 3 and 4.

Now teacher will explain.

Zero is special because when we add zero with a number. The number stay's the same.

$$4 + 0 = 4$$

C.W:- Do these questions in copies.

$3 + 0 = \square$

$9 + 0 = \square$

$6 + 0 = \square$

$0 + 8 = \square$

$0 + 2 = \square$

Level:- 1

Term:- 2

Week:- 1

Day:- 6

Objective:- Students will be able to subtract the 'O' from any number.

Activity:- Subtraction.

Material:- Use the same material as used in Day 5 week 1.

Procedure:- Fallow the same procedure as used in Week 1, Day 5, Term 2, Level 1.

→ But use subtraction instead of addition.

C.W:- Subtract these.

$9 - 0 = \square$ $4 - 0 = \square$

$7 - 0 = \square$ $8 - 0 = \square$

$1 - 0 = \square$

H.W:- Assessment of P #48, 49, 50, 51, 54, 55 and 56.

Level :- 1
Term :- 2
Week :- 2
Day :- 1

Assessment.

Level :- 1
Term :- 2
Week :- 2
Day :- 2

Objective :- Students will be able to know the writing pattern of numbers (1–20)

Activity :- Writing.

Material :- Chart like

T	U		T	U		T	U		T	U	
	1			5			9		1	3	
	2			6		1	0		1	4	
	3			7		1	1		1	5	
	4			8		1	2		1	6	

upto 20.

Procedure :-

Warm up :-
→ Choral drill of counting 1 to 20.
→ Now Teacher will explain the students how to write the counting in tens and units (through the chart as above shown.)
→ Ask students to write the counting from 1 to 20 in copies.

C.W :- Counting 1 to 20 in copies.

H.W :- Counting from 21 to 40 in copies.

Level :- 1
Term :- 2
Week :- 2
Day :- 3

Objective :- Children will be able to recognize and learn the shape 'circle' and 'square'.

Activity :- Drawing and colouring.

Material :- Bangle, key ring, (Blocks, colour box which are in square shapes).

Procedure :- Warm up

→ Show all things which have circle shape one by one. Tell their name with its shape. eg it is a bangle It has circle shape etc.
→ Fallow the same procedure for square shape.
→ Ask the children names of different things which have circle or square shape.
→ Write the spelling of circle and square on the board. also draw the pictures.

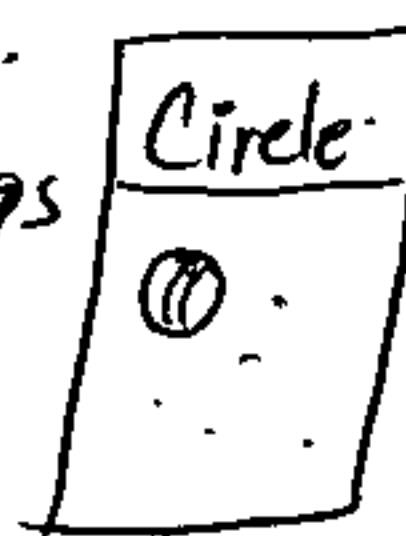
C.W :- Draw circle and square and write their names.

Level:-1
Term:-2
Week:-2
Day:-4

Objective:- Students will be able to recognize and learn the shape 'circle and square'

Activity:- Recognizing the different shapes.

Material:- Different material which is in circle and square shape, charts, glue,

Procedure: * Paste two charts on the board like
* Put different material on a table.
* Ask students to paste the things on the correct place.
* After this ask students to read the spelling of circle and square in group.

Circle	Square

C.W:- Draw circle and square and write their names.

H.W:- Learn the spellings of circle and square.

Level:- 1
Term:- 2
Week :- 2
Day:- 5

Objective:- Students will be able to recognize and learn the shape triangle and rectangle.

Activity:- Drawing / colouring.

Material:- **Flash cards** of triangle and Rectangle with their names.

Procedure:-
1. Show the flash cards of triangle
2. Tell them that triangle has 3 sides.
3. Write the spelling of triangle on the board.
4. Ask the name of different thing which have triangle shape.

Follow the same procedure for Rectangle.

C.W:- Draw Triangle and Rectangle and write their names. (in copies)

Level:- 1
Term:- 2
Week:- 2
Day:- 6
Objective:- Students will be able to recognize and learn the shape Triangle and Rectangle.

Activity:- Making Triangle and Rectangle with match sticks.

Materials- Match sticks.

Procedure:- 1- Make groups.
2- Give each group 7 match sticks.
3- Ask them to make a Rectangle and Triangle with these sticks.
4- After this revise the spelling in group.

C.W:- Draw Triangle and Rectangle and write their names. (in copies)

H.W:- Assessment of shapes- (○, □, △, ▭)

Level :- 1
Term :- 2
Week :- 3
Day :- 1

Assessment

Level :- 1
Term :- 2
Week :- 3
Day :- 2

Objective :- Students will be able to write required number before/after.

Activity :- Writing

Material :- Copies, pencil, eraser.

Procedure :-
Warm up :-
1- Chorall drill of numbers (1 — 40)
2- Teacher will explain the task on the board then write before/after numbers in front of the given numbers.

C.W :- What comes after / before.

1. ____ 3 ____
2- ____ 10 ____
3- ____ 31 ____
4- ____ 7 ____
5- ____ 99 ____

H.W:- What comes after/ before.

1- ___ 13 ___
2- ___ 8 ___
3- ___ 15 ___
4- ___ 35 ___
5- ___ 40 ___

Level:- 1
Term:- 2
Week:- 3
Day:- 3

Objective:- Students will be able to write the numbers that comes between.

Activity:- Writing.

Material:- Copies, pencils, eraser.

Procedure:-

Warm up:-

1- Chorall drill of numbers (1—40.)
2- Teacher will explain the task on the board Then write between numbers in front of the given numbers.

C.W:- Write the numbers that comes between.

1. 15, ___, 17.
2. 0, ___, 2.
3. 19, ___, 21.
4. 6, ___, 8.
5. 23, ___, 25.
6. 36, ___, 38.

Level :- 1
Term :- 2
Week :- 3
Day :- 4

Objective :- Students will be able to know the concept of 1 more than.

Activity :- Comparing numbers.

Material :- Copies, pencils.

Procedure :-

Warm up :- Ask from students.

1- Count tables and chairs.
2- Which furniture / thing are more?
3- How many more are these?

Now give the concept of 1 more than by

→ calling 4 girls and 3 boys then ask questions from class.

1- How many girls are more than boys? (1)
2- 1 more than 3 is ____ ? (4)

Teacher can give some more examples like this.

C.W :- Write the missing numbers.

1- 1 more than 3 is ____
2- 1 more than 9 is ____
3- 1 more than 5 is ____
4- 1 more than 20 is ____
5- 1 more than 38 is ____

H.W :- Teacher will give some more blanks like given above.

Level:- 1
Term :- 2
Week :- 3
Day:- 5

Objective:- Students will be able to know the concept 1 less than.
Activity:- Comparing numbers.
Material:- Copies, pencils.
Procedure:- Warm up.
Ask questions from students.

1. 1 more than 12 is ?
2. 1 more than 29 is ? and so on.

Now give the concept of 1 less than by
→ Calling 4 boys and 3 girls then ask questions from class.

1. How many girls are less than boys? (1)
2. 1 less than 4 is ___ ? (3)

Teacher can give some more examples like this.

C.W:- Write the missing numbers.

1. 1 less than 5 is ___
2. 1 less than 39 is ___
3. 1 less than 20 is ___
4. 1 less than 15 is ___
5. 1 less than 7 is ___

Level:- 1
Term:- 2
Week:- 3
Day:- 6

Objective:- Students will be able to know more about 1 more and 1 less than.

Procedure:- Follow the same procedure as used in week 3, day 4 and day 5.

C.W:- Give some questions about more and less for practice (in copies)

H.W:- Assessment of work done in week 3.

Level:- 1
Term:- 2
Week:- 4
Day:- 1

Assessment.

Level:- 1
Term:- 2
Week:- 4
Day:- 2

Objective:- Students will be able to know what are tens and units.

Activity: Finding tens and units from given objects.

Material:- Straws, Ice cream sticks, rubber band, beads, wire etc.

Procedure:-
→ Make groups and give them different objects. ask them to make the groups of ten.

→ Ask them how many tens and how many units are there, and how many total objects.

→ Teacher will write them on board like

Tens	Units	Number
2	1	21
4	3	43

and so on.

C.W:- Write how many tens and ones.

1- 23 = ______ tens ______ ones.
2. 38 = ______ tens ______ ones.
3- 40 = ______ tens ______ ones.
4. 16 = ______ tens ______ ones.
5. 32 = ______ tens ______ ones.

H.W:- Write the numbers.

2 tens 5 ones = ______
4 tens = ______
1 ten 6 ones = ______
3 tens 4 ones = ______
5 tens 5 ones = ______

Level :- 1
Term :- 2
Week :- 4
Day :- 3

Objective:- Students will be able to know about tens / units.

Follow the same procedure and material as used in previous day. (with different numbers)

C.W:- Math these. (in copies)

2 tens 3 ones (23) (12) 3 tens 6 ones
4 tens (40) (36) 1 ten 2 ones

Level:-1
Term:-2
Week:-4
Day:-4

Objective:- Students will be able to know about the different ways of number writing.

Material:- Flash cards of numbers in words (1 — 40).

2

Activity:- Writing.

Procedure:- Warm up:-
→ Ask students to read the spelling of numbers 1 to 40.
→ Paste a chart on which different numbers in figure have written.
→ Put flash cards of numbers in words on a table.
→ Call students one by one to select the correct flash card and paste in front of given number.

C.W:- Write the numbers.
Thirty six = ______
Twenty one = ______
Fifteen = ______
Forty = ______
Nineteen = ______

H.W:- Write the following numbers in words.
14, 29, 36, 48, 12

Level :- 1
Term :- 2
Week :- 4
Day :- 5

Objective :- Students will be able to know about numbers in figures and words.

Activity :- Matching.

Follow the same material and procedure as used in previous day. (with different numbers)

C.W :- Match these.

Twenty two	34
Thirty four	22
Forty	18
Eleven	40
Eighteen	11

Level :- 1
Term :- 2
Week :- 4
Day :- 6

Objective :- Students will be able to know about numbers.

Activity :- Choral drill + writing.

Material :- Copies, pencils, erasers.

Procedure :-

Warmup:-
→ Choral drill of numbers in words from (1—40) in groups.
→ Write some numbers in figures on the board and ask their spelling from students.

C.W:- Write the numbers in words.

28, 13, 29, 45, 36

H.W:- Assessment of work done in week 4.

Level:- 1
Term:- 2
Week:- 5
Day:- 1

Assessment

Level:- 1
Term:- 2
Week:- 5
Day:- 2

Objective:- Students will be able to read and write the table of 2.
Activity:- writing table of 2.
Materials- charts/match sticks, copies, pencils.
Procedure:-
Warm up:-
- Ask students 2+2 is? 4+2 is? and so on.
- Call a student in front and ask from students how many hands he has? (2)
- Now call 1 more student and now ask how many hands these 2 have? (4)
- Repeat this procedure by adding more students.

Now paste a chart with the match sticks which show

$2 \times 1 = 2$ [▯▯]

$2 \times 2 = 4$ [▯▯] [▯▯]

and so on

C.W:- Write table of 2 in copies.

H.W:- Learn the table of 2.

Level:-1
Term:- 2
Week:-5
Day:-3

Objective:- Students will be able to read and write the table of 2.

Activity:- Orally reading / written work.

Material:- Blank pages or copies / pencils.

Procedure:- → Ask students to read the table of 2 one by one.

→ When all the students will read the table then give them blank pages or copies and say them to write the table of 2.

C.W:- Table of 2.

Level:-1
Term:-2
Week:-5
Day:-4

Objective:- Students will be able to have concept of addition and recognize '+' symbol.

Activity:- Adding objects.

Material:- Flash card of '+', pencils/crayons.

Procedure:-

warm up:- Show them the flash card and ask

- What is this symbol?
- For which purpose we use this symbol?

Activity:- This activity is carried out as whole class.

Take 3 pencils and ask students how many Pencils do I have?

write the answer on board.

Take 7 more pencils and explain to them that now I have 7 more. write this number on board.

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

Show them all pencils and ask how many pencils I have now?

write the answer.

Explanation:- Addition means putting together

Teacher will give some more examples like above.

C.W:- Add these in copies.

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

H.W:-

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

Level:- 1
Term:- 2
Week:- 5
Day:- 5

Objective:- Students will be able to know about addition.

Activity:- Adding objects.

Material:- Same as used in previous day.

Procedure:- Follow the same procedure as used in previous day.

C.W:-

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ +8 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ +3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

Level:- 1
Term:- 2
Week:- 5
Day:- 6

C.W:- Do the practise of Addition questions in copies.

H.W:- Assessment of work done in week 5

Level:- 1
Term:- 2
Week:- 6
Day:- 1

Assessment.

Level:- 1
Term:- 2
Week:- 6
Day:- 2

Objective:- Students will be able to have concept of subtraction and recognize '–' symbol.

Activity:- subtracting objects.

Material:- Flash card of '–', pencils/crayons.

Procedure:-

Warmup- Show the flash card and ask.

- What is this symbol?
- For which purpose we use this symbol?

Activity:- This activity is carried out as whole class. put 9 crayons in front of class and count them with the students then write the number on board.

Then take away 3 from them and write it.

- Then explain to class that we had 9 crayons and we took away 3 so how many left?

Then count the rest of crayon with class and write it on the board.

$$\begin{array}{r} 9 \\ -3 \\ \hline 6 \end{array}$$

Explain:- Subtraction means taking away, less than.

Teacher can give some more examples.

C.W:- Subtract these

20	11	18	10	7
− 8	− 3	− 9	− 6	− 3

H.W:-

6	19	11	15	17
− 0	− 6	− 3	− 8	− 8

Level:- 1.
Term:- 2
week:- 6
Day: 3

Objective:- Students will be able to have concept of subtraction and recognize '−' symbol.

Activity:- Subtracting.

Procedure:- Ask some questions about subtraction. Repeat previous day activity with different numbers.

C.W:-

10	5	20	15	19
− 2	− 1	− 8	− 6	− 9

Level:-1
Term:-2
Week:-6
Day:-4

Do the practise of subtraction topic in copies.

HW:- Assessment of subtraction topic

Level:-1
Term:-2
Week:-6
Day:-5

Assessment

Level:-1
Term:-2
Week:-6
Day:-6

Objective:- Students will be able to count orally and write the counting (41 — 80)

Activity:- • oral counting (41 — 60)
• Counting of objects and things in environment

Material:- Number's flash card (41 — 80), copies, pencils.

Procedure:- warm up:- Students will read the counting (41 — 80)

Group work:⇒ Make groups, give them number flash cards (41-80)
→ Ask the students to put these cards in order.
→ Each group will read counting (41—80).

C.W:- Write counting (41 — 60)
Note :- For writing use the procedure as used in Term 2 week 2 and Day 1:-
H.W:- Write counting (61 — 80)

level:-1
Term :-2
week :-7
Day :-1
Objective:- Students will be able to count orally and write the counting (81 — 100)

Procedure:- Follow the same procedure as used in previous day.

C.W:- Write counting (81 — 100)

Level:-1
Term :-2
week :-7
Day :-2
Objective:- Students will be able to count and write backward counting. (60 — 20)
Activity:- Oral backward counting (60-20) from number line.
Material:- Copies, pencils, chalk.
Procedure:- Warm up :- oral drill of backward counting (20 — 0)
→ Draw a number line on the floor and write the numbers up till (20 — 60)

Ask a child to stand on 60 and then move back and say numbers like (60, 59, 58 .. 20)
3 or 4 children will do this activity.

C.W:- Back ward counting (40-20) in copies.

H.W:- Back ward counting (60—40) in copies.

Level:-1
Term:-2
week:-7.
Day:-3

C.W:- Do the practise of counting + backward counting and give the blank pages in groups ~~for writing~~

Group 1 will write the counting 40 — 60)
Group 2 " " " " 80 — 100)
Group 3 " " " Back ward counting (40 — 20)
Group 4 " " " " . (60 — 40)

H.W:- Assessment. (Counting (40 — 100) (Back ward Counting 60 — 20)

Level:-1
Term:-2
week:-7
Day:-4

Assessment.

Level:- 1
Term :- 2
week :- 7
Day :- 5

Objective:- Students will be able to read and write numbers in words (51 — 60)

Activity:- Oral practise of numbers + written work.

Material :- Flash cards of numbers in figure and words.

Procedure:- warm up:- Revise the spellings of number (1 — 50) in groups and display the flash cards, ask group 1 to read the spellings of these numbers. Remaining groups will repeat the same activity.

C.W:- Write the numbers in words (51 — 60)

H.W:- Learn and write the work done in class.

Level:- 1
Term :- 2
Week :- 7
Day :- 6

Objective:- Students will be able to read and write the numbers in words (61 — 70)

Procedure:- Fallow the same procedure and activity as used in previous day.

C.W :- Write the numbers in words (61 — 70)

Level :- 1
Term :- 2
week :- 8
Day :- 1

Objective :- Students will be able to read and write the numbers in words (71 — 80)

Follow the same procedure and material as used in Term 2, week 7, day 5.

C.W :- write the numbers in words (71 — 80)

H.W :- Learn and write the work done in class.

Level :- 1
Term :- 2
week :- 8
Day :- 2

Follow the same procedure and material as used in Term 2, week 7, day 4.

C.W :- Write the numbers in words (81 — 90)

Level :- 1
Term :- 2
Week :- 8
Day :- 3

Follow the same procedure as used in Term 2, week 7, day 4

C-W :- Write the numbers in words (91 — 100)

H.W :- Learn and write the work done in class.

Level:-1
Term:-2
week:-8
Day:-4

Objective:- To practise of numbers in words. (51 — 100)

Activity:- oral drill t writing.

Material:- Black board, pencils, copies.

Procedure:- → Oral drill of numbers in words. (51 — 100)

→ Write any number in figure from (41-100) on board and call a student, ask him to write in word.

Repeat the same with different numbers. and students.

C.W:- Give any 5 numbers ~~from~~ from (51 — 100). and ask them to write these in words. (in copies)

H.W Assessment of numbers in words (51 — 100)

Level:-1
Term:-2
week:-8
Day:-5

Assessment

Level :- 1
Term :- 2
Week :- 8
Day :- 6

Objective :- Students will be able to sort out the things into groups and display them in form of graph.

Activity :- Graph drawing.

Material :- Chart, cutted ~~flowers~~ in different colours.

Procedure :- . paste chart on board with column drawn.
. In groups ask their favourite colour and paste on the chart.
. Then ask students to make the same graph on copies.

Teacher chart

Red	Yellow	White	Orange

C.W :- Draw graph on copies and fill in the blanks.

1. ______ children likes red flowers.
2. ______ children likes white flowers.
3. ______ children likes orange flower.
4. ______ flower is the most popular.
5. ______ flower is the least popular.